Based on the concepts/ideas from Chapters 1 and 2 in the *Doing History* textbook discuss how your thematic unit will realize the following as discussed in these chapters:

• Interpretive

• Emphasis on narratives

• Not just about Politics

• Purposeful

• In-Depth Learning

• Disciplined Inquiry

• Teacher Scaffolding

• Constructive Assessment

Chapter 3 also describes the development and implementation of a variety of formative assessments to include performance assessments and how these could be used in any thematic unit.

My thematic unit should incorporate all of the key ideas discussed in chapters 1 and 2.

The unit will be interpretive. It will cover human - environment interaction and some aspects are cut and dry, but other ideas such as whether or not our interactions are moral, the most effective, or should be changed are more interpretive.

The unit can also emphasize narratives. I have not found any specific narratives to use so far, but I plan on finding narratives of people with direct experience in things like agriculture, water shortage, and environmental law.

The unit will also obviously be more than politics. There may be some environmental law involved but the main focus will be on how humans use, change, and adapt to the environment.

The topic of the unit is purposeful. The environment is something they connect to on many levels every single day. It is something they can personally interact with and change.

The unit will go in depth into a few aspects of human - environment interactions, including limits of the environment, changes we make to the environment, and opportunities offered to us by the environment.

Disciplined inquiry will be applied as the unit will be student-centered, cooperative, and investigative.

Because of the student-centered focus of the lesson, the teacher's main role will be to scaffold student learning rather than to simply tell students information.

Lastly, the unit will be concluded with a GRASPS assessment, which is a constructive assessment. The assessment will just be one of several throughout the unit - the many assessments will assure that student progress and achievement is gauged as accurately as possible. The GRASPS and other assessments will be authentic - they will be tasks that real people in the real world would actually do.